



★Mother Goose Time★

Alignment of the

Experience Early Learning Skills

with

The Kentucky Early Childhood Standards (Three Years to Four Years)

The Developmental Continuum of the Experience Early Learning Skills

The Developmental Continuum of the Experience Early Learning Skills is a research-based continuum of 36 skills that indicate child development and learning. Each skill has up to three measurable learning goals. For each goal, the continuum outlines benchmark levels for children from birth to age eight.

The Developmental Continuum of the Experience Early Learning Skills is a sequenced progression. Children progress at varying rates based on individual development and needs.

The Developmental Continuum of the Experience Early Learning Skills serves as the basis for the development of these curricular systems which are imprints of the Experience Early Learning Company:

- Mother Goose Time
- Experience Baby
- Experience Pre-K
- Experience Play

The Developmental Continuum of the Experience Early Learning Skills is included in the appendix.

Visit http://mothergoosetime.com/all_about/research.php to learn how each Mother Goose Time tool supports developmentally-appropriate practice and child skill development.

Alignment

This document details the alignment of the Kentucky Early Childhood Standards with the Developmental Continuum of the Experience Early Learning Skills.

In addition to the early childhood standards for Michigan, Mother Goose Time also reinforces the following skills:

- 3.3 Cares for and responds to others
- 26.2 Classifies organisms
- 27.2 Explores forces and motions
- 28.1 Identifies weather and climates

English/Language Arts (Early Literacy)

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| English/Language Arts (Early Literacy) | |
|--|---|
| 1. Demonstrates general skills and strategies of the communication process. | |
| 1.1. Uses nonverbal communication for a variety of purposes. | |
| <p>Identifies or chooses object or person by pointing, physically touching or moving toward another.</p> | <p><u>Social and Emotional Development</u> 1 Self Concept 1.1.B,C,D Expresses preferences. Repeats actions to obtain similar preferred results. Expresses like and dislikes. When given two to three options, chooses his/her most desired option.</p> <p><u>Creative Development</u> 31 Dance and Movement 31.2.B Expresses through dance and movement. Uses purposeful gestures and body language to communicate.</p> <p><u>Language and Literacy</u> 8 Communication 8.1.A Communicates ideas. Uses vocal sounds and gestures to communicate.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Uses gestures and/or movements to initiate interactions or to get needs met.</p> | <p><u>Creative Development</u> 31 Dance and Movement 31.2.B Expresses through dance and movement. Uses purposeful gestures and body language to communicate.</p> |
| <p>Uses symbols or pictures as representation for oral language.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.1.C Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols. 14.2.D Expresses through writing. Draws lines, circles or shapes and explains who or what they represent.</p> |
| <p>1.2. Uses language (verbal, signed, symbolic) for a variety of purposes.</p> | |
| <p>Initiates communication to have needs met.</p> | <p><u>Language and Literacy</u> 8 Communication 8.1.C Communicates ideas. Communicates needs, desires and ideas using simple sentences.</p> |
| <p>Responds meaningfully in conversations and discussions with peers and adults.</p> | <p><u>Language and Literacy</u> 8 Communication 8.1.D Communicates ideas. Asks simple questions and stays on topic for two to three exchanges. 7 Listening Comprehension 7.1.C Comprehends spoken language. Responds to simple statements and questions.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Asks many why, when, and where questions.</p> | <p><u>Language and Literacy</u> 8 Communication 8.1.D Communicates ideas. Asks simple questions and stays on topic for two to three exchanges.</p> |
| <p>Uses words, signs, and/or symbols to effectively express feelings and thoughts, describe experiences, interact with others, and/or communicate needs.</p> | <p><u>Language and Literacy</u> 8 Communication 8.1.C Communicates ideas. Communicates needs, desires and ideas using simple sentences.</p> <p>14 Emergent Writing 14.1.C Writes names, words and sentences. Writes letter-like forms and creates his/her own symbols. 14.2.C Expresses through writing. Scribbles or draws marks as a representation of an object or person.</p> |
| <p>Adjusts expressive techniques (pitch, intonation, pace) for a variety of purposes.</p> | <p><u>Language and Literacy</u> 8 Communication 8.1.H Communicates ideas. Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating.</p> |
| <p>1.3. Communicates with increasing clarity and use of conventional grammar.</p> | |
| <p>Speaks clearly enough to be understood by most listeners.</p> | <p><u>Language and Literacy</u> 8 Communication 8.2.F Speaks in sentences. Speaks audibly.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>Uses simple sentences to express self, but may not always use correct grammar.</p> | <p><u>Language and Literacy</u> 8 Communication 8.2.D Speaks in sentences. Speaks in sentences but does not always follow grammatical rules.</p> |
| <p>Uses more complex sentences, but grammar is still sometimes incorrect.</p> | <p><u>Language and Literacy</u> 8 Communication 8.2.G Speaks in sentences. Uses many types of sentences, including simple and compound.</p> |
| <p>Uses complex sentences with correct grammar.</p> | <p><u>Language and Literacy</u> 8 Communication 8.2.G Speaks in sentences. Uses many types of sentences, including simple and compound.</p> |
| <p>Develops increasingly abstract use of language.</p> | <p><u>Language and Literacy</u> 8 Communication 8.2.G Speaks in sentences. Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future.</p> |
| <p>2. Demonstrates general skills and strategies of the listening and observing processes.</p> | |
| <p>2.1. Engages in active listening in a variety of situations.</p> | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Attends to adult or peer who is speaking/signing.</p> | <p><u>Language and Literacy</u> 7 Listening Comprehension 7.1.A Comprehends spoken language. Turns head toward the person speaking and makes gestures and/or vocalization in response.</p> |
| <p>Follows simple directions.</p> | <p><u>Language and Literacy</u> 7 Listening Comprehension 7.2.B,C Follows verbal directions. With prompts and gestures, follows a one-step direction. Follows related two-step directions given verbally.</p> |
| <p>Gains information through listening experiences.</p> | <p><u>Language and Literacy</u> 7 Listening Comprehension 7.1.C,D,E,F Comprehends spoken language. Responds to simple statements and questions. Listens to a story or request and then responds appropriately. Expands on stories and information shared orally. Asks and answers general questions about information or stories shared orally.</p> |
| <p>Uses listening to interpret and apply meaning.</p> | <p><u>Language and Literacy</u> 7 Listening Comprehension 7.1.D,E,F Comprehends spoken language. Listens to a story or request and then responds appropriately. Expands on stories and information shared orally. Asks and answers general questions about information or stories shared orally.</p> |
| <p>2.2. Observes to gain information and understanding.</p> | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Uses many senses to explore and interpret the environment.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.2.B Observes and experiments. Uses senses to explore the environment.</p> |
| <p>Makes comparisons through everyday experiences and play.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.3.E Evaluates and infers. Describes and compares observations.</p> |
| <p>Makes predictions concerning everyday experiences and play.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.1.D,E Inquires and predicts. When given a question, guesses a possible answer or outcome. Asks questions or shows curiosity. Predicts a few outcomes.</p> |
| <p>Draws conclusions from everyday experiences and play.</p> | <p><u>Science</u> 25 Reasoning 25.3.D,F Evaluates and infers. Uses past knowledge to explain observed changes. Uses information and observations to verify a prediction.</p> <p><u>Mathematics and Reasoning</u> 20 Logic 20.1.E Solves problems. Uses previous knowledge to determine which solution to try first when solving a problem.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>3. Demonstrates general skills and strategies of the reading process</p> | |
| <p>3.1. Listens to and/or responds to reading materials with interest and enjoyment.</p> | |
| <p>Participates actively in story time.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.1 Responds to text 13.2. Retells, asks and answers questions</p> <p><u>Social and Emotional Development</u> 1 Self Concept 1.2.B Takes responsibility. Participates in daily routines or familiar activities.</p> <p>3 Social Relationships 3.2.C Cooperates. Helps or participates in an activity when asked.</p> |
| <p>Chooses reading activities.</p> | <p><u>Social and Emotional Development</u> 1 Self Concept 1.1.D Expresses preference. When given two to three options, chooses his/her most desired option.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>Responds to reading activities with interest and enjoyment.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.C,D Responds to text. Talks about pictures and ideas in familiar stories. Expresses likes or dislikes within the story.</p> <p><u>Social and Emotional Development</u> 2 Self Direction 2.2.C Maintains attention. Focuses on an engaging activity for a short period of time independently or with an adult.</p> |
| <p>3.2.: Shows interest and understanding of the basic concepts and conventions of print.</p> | |
| <p>Handles books correctly, showing increasing skills in print directionality.</p> | <p><u>Language and Literacy</u> 11 Concepts of Print 11.1.C,D Demonstrates print knowledge. Identifies front/back and top/bottom of a book. Indicates where to start reading on each page. Identifies letters, words, spaces and some punctuation. Follows the direction of the text.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Understands that print has meaning.</p> | <p><u>Language and Literacy</u> 11 Concepts of Print 11.1 Demonstrates print knowledge</p> <p>12 Letter/Word Recognition 12.1.B,C Identifies letters and words. Identifies a familiar object or person when shown a drawing or photo. Recognizes the difference between pictures, letters and numbers in print.</p> <p>14 Emergent Writing 14.2.C,D Expresses through writing. Scribbles or draws marks as a representation of an object or person. Draws lines, circles or shapes and explains who or what they represent.</p> |
| <p>3.3. Demonstrates knowledge of the alphabet.</p> | |
| <p>Recognizes some letters of the alphabet.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.2.D Identifies six to seven letters and their sounds.</p> |
| <p>Recognizes some letters and words in print.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.D Identifies letters and words. Recognizes some common words in print, such as his/her name, mom, dad, or stop. 12.2.D Identifies six to seven letters and their sounds.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Identifies some known letters of the alphabet in familiar and unfamiliar words.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.D,E Identifies letters and words. Recognizes some common words in print, such as his/her name, mom, dad, or stop. When presented a two to three letter word, can find it in print. 12.2.E Identifies twelve to fifteen letters and their sounds.</p> |
| <p>3.4. Demonstrates emergent phonemic/phonological awareness.</p> | |
| <p>Recognizes rhyming words.</p> | <p><u>Language and Literacy</u> 10 Phonological Awareness 10.2.C,D Identifies rhyme and alliteration. Suggests a missing rhyming word within a poem or song. Identifies when two words rhyme or don't rhyme.</p> |
| <p>Recognizes sounds that match.</p> | <p><u>Language and Literacy</u> 10 Phonological Awareness 10.1.D,E Hears small units of sound. Identifies words that have a similar beginning sound. Identifies the beginning and ending sounds of words. 10.2.D Identifies rhyme and alliteration. Identifies when two words rhyme or don't rhyme.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Produces a rhyming word.</p> | <p><u>Language and Literacy</u> 10 Phonological Awareness 10.2.C,E Identifies rhyme and alliteration. Suggests a missing rhyming word within a poem or song. Suggests a series of rhyming words when given a word.</p> |
| <p>Discriminates separate syllables in words.</p> | <p><u>Language and Literacy</u> 10 Phonological Awareness 10.1.F Hears small units of sound. Isolates and pronounces the sound of each syllable.</p> |
| <p>Makes some letter-sound connections.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.2 Makes letter-sound connections</p> |
| <p>Identifies some beginning sounds.</p> | <p><u>Language and Literacy</u> 10 Phonological Awareness 10.1.E Hears small units of sound. Identifies beginning and ending sounds of words.</p> |
| <p>3.5. Draws meaning from pictures, print, and text.</p> | |
| <p>Names features of a picture.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.C Responds to text. Talks about pictures and ideas in familiar stories.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Uses illustrations to tell major events of a story.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> |
| <p>Understands that text has a specific meaning.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.C Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.</p> <p>13 Reading Comprehension 13.1.B Responds to text. Points to pictures and repeats words from familiar stories.</p> |
| <p>3.6. Tells and retells a story.</p> | |
| <p>Imitates act of reading in play.</p> | <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.2.B Points at words printed on a page and pretends to read aloud.</p> |
| <p>Acts out main events of a familiar story.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>Uses pictures and illustrations to tell and retell a story.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.2.D Retells, asks and answers questions. Participates with others in the retelling of a story by pointing at pictures or role-playing with props.</p> |
| <p>Uses prior experience to help make sense of stories.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.E Responds to text. Relates to the characters or events of the story and shares a similar experience or object from own life.</p> |
| <p>Retells a story including many details and draws connections between story events.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.G Responds to text. Makes many text-to-text, -self, and -world connections. 13.2.G Retells, asks and answers questions. Retells stories and includes key details. Asks and answers questions about setting, characters and events.</p> |
| <p>4. Demonstrates competence in the beginning skills and strategies of the writing process.</p> | |
| <p>4.1. Understands that the purpose of writing is communication.</p> | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|--|
| <p>Understands that an oral message can be represented by written language.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.2.D,E Expresses through writing. Draws lines, circles or shapes and explains who or what they represent. Uses a combination of drawing, dictating and writing to express and record an event or idea.</p> |
| <p>Understands there is a way to write that conveys meaning.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.1.F,G Writes name, words and sentences. Prints upper and lower case letters appropriately. Begins to use traditional spelling 14.2.D,E,F Expresses through writing. Draws lines, circles or shapes and explains who or what they represent. Uses a combination of drawing, dictating and writing to express and record an event or idea. Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support ideas.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>Understands that once an oral message is written it reads the same way every time.</p> | <p><u>Language and Literacy</u> 13 Reading Comprehension 13.1.F Responds to text. With support, compares similarities between two texts.</p> <p>14 Emergent Writing 14.2.E,F Expresses through writing. Uses a combination of drawing, dictating and writing to express and record an event or idea. Uses inventive spelling to write words that are connected to a given topic or opinion.</p> |
| <p>4.2. Produces marks, pictures, and symbols that represent print and ideas.</p> | |
| <p>Labels pictures or produces simple texts using scribble writing.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.2.C,D Expresses through writing. Scribbles or draws marks as a representation of an object or person. Draws lines, circles or shapes and explains who or what they represent.</p> |
| <p>Labels pictures or produces simple texts using letter-like forms.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.1.C,D Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols. Attempts to print or copy familiar symbols and letters, especially those that are in own name.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Uses scribble writing or letter-like forms to represent words or ideas.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.1.C,D Writes name, words and sentences. Writes letter-like forms and creates his/her own symbols. Attempts to print or copy familiar symbols and letters, especially those that are in own name. 14.2.C,D Expresses through writing. Scribbles or draws marks as a representation of an object or person. Draws lines, circles or shapes and explains who or what they represent.</p> |
| <p>Writes recognizable letters.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.1.D,E,F Writes name, words and sentences. Attempts to print or copy familiar symbols and letters, especially those that are in own name. Prints first name. Copies print. Uses inventive spelling. Prints first and last name. Prints upper and lower case letters appropriately.</p> |
| <p>Writes familiar words.</p> | <p><u>Language and Literacy</u> 14 Emergent Writing 14.1.D,E,F Writes name, words and sentences. Attempts to print or copy familiar symbols and letters, especially those that are in own name. Prints first name. Copies print. Uses inventive spelling. Prints first and last name. Prints upper and lower case letters appropriately.</p> |
| <p>4.3. Explores the physical aspect of writing.</p> | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Uses tools for writing and drawing.</p> | <p><u>Physical Development</u> 5 Fine Motor 5.2 Uses drawing/writing tools</p> |
| <p>Experiments with grasp when using a variety of writing tools.</p> | <p><u>Physical Development</u> 5 Fine Motor 5.2.B,D Uses drawing/writing tools. Purposefully grasps and releases objects. Makes random marks with writing tools. Uses fingers to grasp and manipulate writing tools with increasing control.</p> |
| <p>Adjusts body position when writing.</p> | <p><u>Physical Development</u> 5 Fine Motor 5.2.D Uses drawing/writing tools. Uses fingers to grasp and manipulate writing tools with increasing control.</p> |
| <p>Adjusts paper position when writing.</p> | <p><u>Physical Development</u> 5 Fine Motor 5.2.D Uses drawing/writing tools. Uses fingers to grasp and manipulate writing tools with increasing control.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

Shows some evidence of directionality (top to bottom, left to right).

Language and Literacy

11 Concepts of Print

11.1.D,E Demonstrates print knowledge. Follows the direction of the text.

14 Emergent Writing

14.1.D Writes name, words and sentences. Attempts to print or copy familiar symbols and letters, especially those that are in own name.

Arts and Humanities

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| Arts and Humanities | |
|---|--|
| 1. Participates and shows interest in a variety of visual art, dance, music, and drama experiences. | |
| 1.1. Develops skills in and appreciation of visual arts. | |
| Uses a variety of media and materials for exploration (e.g. paint, glue, three- dimensional materials, technology, etc.). | <p><u>Creative Development</u> 32 Visual Arts 32.1.C Develops artistic techniques. Explores a variety of artistic tools and media.</p> |
| Uses a variety of art forms, elements and materials for representing people, places, and things in the environment. | <p><u>Creative Development</u> 32 Visual Arts 32.1.E,G Develops artistic techniques. Uses artistic tools and media to create intentional designs or images. Uses various tools and techniques to achieve desired artistic results. 32.2.D,E,F Expresses through visual arts. Makes choices throughout the artistic process. Plans and seeks out materials to make a creation. Creates art to represent an idea or object.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Observes and responds to artwork produced by other individuals and/or cultures.</p> | <p><u>Creative Development</u> 32 Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists.</p> <p><u>Social Studies</u> 21 Families and Communities 21.2.E Explores cultures and traditions. Begins to learn about other cultures.</p> |
| <p>1.2. Develops skills in and appreciation of dance.</p> | |
| <p>Explores various ways of moving with or without music.</p> | <p><u>Creative Development</u> 31 Dance and Movement 31.1.D Develops dance and movement techniques. Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song. 31.2.C Expresses through dance and movement. Moves in own way to music and rhythm.</p> |
| <p>Performs simple patterns of dance while exploring with the element of beat.</p> | <p><u>Creative Development</u> 31 Dance and Movement 31.1.D,E Develops dance and movement techniques. Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song. Follows a leader to perform a simple movement pattern.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>Describes movement after participating in or watching others perform games or songs.</p> | <p><u>Creative Development</u> 31 Dance and Movement 31.1.D,E Develops dance and movement techniques. Describes and demonstrates multiple ways to move body parts.</p> |
| <p>Responds to dance performance produced by other individuals and/or cultures.</p> | <p><u>Creative Development</u> 31 Dance and Movement 31.2.H Expresses through dance and movement. Describes how dances and movements express certain ideas or feelings.</p> <p>32 Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists.</p> <p><u>Social Studies</u> 21 Families and Communities 21.2.E Explores cultures and traditions. Begins to learn about other cultures.</p> |
| <p>1.3. Develops skills in and appreciation of music.</p> | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Explores various forms of musical expression through his/her senses.</p> | <p><u>Creative Development</u> 30 Music 30.1.B,C Develops rhythm and tone. Responds to changes in sound, rhythm, volume or melody. Recognizes the difference between a singing and speaking voice. 30.2.C Expresses through music. Explores sounds by shaking, pounding and tapping various instruments and objects.</p> |
| <p>Uses fingerplays and/or songs to experiment with beat and time.</p> | <p><u>Creative Development</u> 30 Music 30.1.C,D,E Develops rhythm and tone. Claps to beat (not always consistently). Claps along to simple rhythm patterns. Sings along to familiar songs. 30.2.B Expresses through music. Repeats words in familiar songs and attempts to sing.</p> |
| <p>Responds to musical performances produced by other individuals and/or cultures (e.g., concerts, CDs, tapes, videos, theatrical performances, etc.).</p> | <p><u>Creative Development</u> 30 Music 30.2.G Expresses through music. Interprets and compares many types of music.</p> <p><u>Social Studies</u> 21 Families and Communities 21.2.E Explores cultures and traditions. Begins to learn about other cultures.</p> |
| <p>1.4. Develops skills in and appreciation of drama.</p> | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Uses a variety of actions or sounds to explore drama.</p> | <p><u>Creative Development</u> 33 Drama 33.1.C Participates in dramatic play. Uses words, action and props to pretend.</p> |
| <p>Performs simple elements of drama (e.g. audience, actors, stage, etc.).</p> | <p><u>Creative Development</u> 33 Drama 33.1.E,F Participates in dramatic play. Assigns roles and plays out unscripted scenes in dramatic play. With cues, performs a simple pre-planned drama. 33.2.E,F Uses and creates props. Uses a combination of real and imaginary props or characters to play out a scene. Creates a setting, characters and events to tell a story.</p> |
| <p>Attends and responds to drama performed by other individuals and/or cultures.</p> | <p><u>Creative Development</u> 32 Visual Arts 32.1.H Develops artistic techniques. Compares artistic techniques and creations of many artists.</p> <p><u>Social Studies</u> 21 Families and Communities 21.2.E Explores cultures and traditions. Begins to learn about other cultures.</p> |

Health/Mental Wellness

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| Health/Mental Wellness | |
| 1. Demonstrates health/mental wellness in individual and cooperative social environments. | |
| 1.1. Demonstrates independent behavior. | |
| Follows routines independently. | <u>Social and Emotional Development</u> 2 Self Direction 2.1 Follows rules and routines. |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Takes care of personal health/safety needs with adult support as needed.</p> | <p><u>Physical Development</u> 6 Health and Safety 6.2.C Practices good hygiene. With help, participates in healthy habits and healthcare routines. 6.3.C,F Demonstrates safe practices. Follows simple safety rules. Applies general safety rules to a variety of everyday situations with little prompting.</p> <p><u>Science</u> 26 Life Science 26.1.D Identifies basic needs. Meets most needs independently.</p> |
| <p>Identifies healthy food choices.</p> | <p><u>Physical Development</u> 6 Health and Safety 6.1.E,F Makes healthy food/exercise choices. Chooses between two appropriate food options or rest options. Identifies food that is nutritious.</p> |
| <p>Describes self using several basic characteristics (first and last name, gender, age, family, talents, skills, etc.).</p> | <p><u>Social Studies</u> 21 Families and Communities 21.1.D,E Identifies community and family roles. Describes family members and their relationship to self. Identifies roles of self and others. 21.3.C Respects diversity. Identifies physical similarities and differences between self and others.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Uses materials in a self-directed manner.</p> | <p><u>Social and Emotional Development</u> 1 Self Concept 1.2.D,E,F Takes responsibility. Initiates and activity and seeks help to complete it. Independently completes a familiar activity and offers to help others with a similar activity. Takes care of own needs and personal belongings.</p> |
| <p>1.2. Shows social cooperation.</p> | |
| <p>Plays alongside rather than with other children.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.C,D Builds positive relationships. Plays side-by-side with a new or familiar person. Joins a group and participates in group play.</p> |
| <p>Plays in groups or pairs based on similar interest.</p> | <p><u>Social and Emotional Development</u> 1 Self Concept 1.1.E,F Expresses preferences. Describes preferences of self and others. Negotiates to attain personal preference in a situation. 3 Social Relationships 3.1.D Builds positive relationships. Joins a group and participates in group play.</p> |
| <p>Makes and maintains a friendship with at least one other child.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.F Builds positive relationships. Begins to describe friendships and other meaningful relationships.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>Participates in everyday classroom activities, may need adult direction.</p> | <p><u>Social and Emotional Development</u> 1 Self Concept 1.2.B Takes responsibility. Participates in daily routines or familiar activities.</p> |
| <p>Works in small group situations with teacher support.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.1.D Builds positive relationships. Joins a group and participates in group play.</p> |
| <p>Manages transitions.</p> | <p><u>Social and Emotional Development</u> 2 Self Direction 2.3 Transitions and adapts</p> |
| <p>Connects consequences to a specific behavior but may not understand why the behavior warrants the consequence.</p> | <p><u>Social and Emotional Development</u> 2 Self Direction 2.1.G Follows rules and routines. Explains why rules and regulations are important and what might happen if they are not followed.</p> |
| <p>Accepts the consequences of one's own actions.</p> | <p><u>Social and Emotional Development</u> 2 Self Direction 2.1.D,F,G Follows rules and routines. Expresses feelings about fairness. Participates in setting, defining and following rules. Explains why rules and regulations are important and what might happen if they are not followed.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|--|
| <p>Can identify feelings, likes and dislikes, but may not be able to explain why.</p> | <p><u>Social and Emotional Development</u> 1 Self Concept 1.1.C Expresses preferences. Expresses likes and dislikes. 1.3.D,E Identifies and manages feelings. Recognizes feelings. Names some personal feelings.</p> |
| <p>Communicates emotions to peers in an appropriate manner.</p> | <p><u>Social and Emotional Development</u> 1 Self Concept 1.3.D,E Identifies and manages feelings. Recognizes feelings. Controls impulses with reminders. Names some personal feelings and uses strategies to manage behavior.</p> |
| <p>1.3. Applies social problem solving skills.</p> | |
| <p>Uses simple strategies to appropriately solve problems by self and within a group.</p> | <p><u>Social and Emotional Development</u> 3 Social Relationships 3.2.D,E,F Cooperates. Asks adult to help solve social problems. Tries to solve own social problems. Suggests solutions to group problems or challenges.</p> <p><u>Mathematics and Reasoning</u> 20 Logic 20.1.C,D Solves problems. Recognizes a problem and asks for help. Tries out many possible solutions to a problem.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Uses multiple strategies to solve problems.</p> | <p><u>Mathematics and Reasoning</u> 20 Logic 20.1.D Solves problems. Tries out many possible solutions to a problem.</p> |
| <p>Provides simple but acceptable reasons for ideas in solving problems.</p> | <p><u>Mathematics and Reasoning</u> 20 Logic 20.1 Solves problems. Uses previous knowledge to determine which solution to try first when solving a problem. Mentally eliminates possible solutions to a problem by thinking through their potential results. Explains the sequence of his/her problem-solving strategy.</p> <p><u>Social and Emotional Development</u> 3 Social Relationships 3.2.F Cooperates. Suggests solutions to group problems or challenges.</p> |
| <p>Asks for help from other sources when solving social and/or cognitive problems.</p> | <p><u>Mathematics and Reasoning</u> 20 Logic 20.1.C Solves problems. Recognizes a problem and asks for help.</p> <p><u>Social and Emotional Development</u> 3 Social Relationships 3.2.D Cooperates. Asks adult to help solve social problems.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| 1.4. Shows a sense of purpose (future – hopefulness). | |
|---|---|
| Accepts setbacks without giving up. | <p><u>Social and Emotional Development</u> 2 Self Direction 2.2 Maintains attention. Practices or repeats an activity many times until successful. Sustains focus, persisting even if there are problems or distractions.</p> |
| Attends to task. | <p><u>Social and Emotional Development</u> 2 Self Direction 2.2.B,C Maintains attention. Attends to what others are looking at or pointing to. Focuses on an engaging activity for a short period of time independently or with an adult.</p> |
| Sets short term goals. | <p><u>Social and Emotional Development</u> 1 Self Concept 1.2.D Takes responsibility. Initiates an activity and seeks help to complete it. 2 Self Direction 2.2.D Maintains attention. Practices or repeats an activity many times until successful.</p> |
| Projects self into the future. | <p><u>Social and Emotional Development</u> 2 Self Direction 2.3.C Transitions and adapts. Anticipates what comes next within a daily routine.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|--|
| <p>Demonstrates self-confidence through interactions.</p> | <p><u>Social and Emotional Development</u> 1 Self Concept 1.2.C,D Takes responsibility. Asserts a desire to start or end an activity. Initiates an activity and seeks help to complete it.</p> <p>3 Social Relationships 3.1.D,E Builds positive relationships. Joins a group and participates in group play. Initiates play, conversations and interactions with one or more persons.</p> |
|---|--|

Mathematics

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Mathematics</p> | |
| <p>1. Demonstrates general skills and uses concepts of mathematics.</p> | |
| <p>1.1. Demonstrates an understanding of numbers and counting.</p> | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Imitates rote counting using the names of the numbers.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.2.A,B,C Counts to determine quantity. Hears rote counting. Verbally counts (not always in correct order). Points to one object at a time while counting (not always in correct order).</p> |
| <p>Counts in sequence to 5 and beyond.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.2.D Counts to determine quantity. Counts up to ten objects.</p> |
| <p>Arranges sets of objects in one-to-one correspondence.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.2.C Counts to determine quantity. Points to one object at a time while counting. 15.3.C Understands operations. Creates groups of objects.</p> |
| <p>Understands that a single object is always “one” regardless of size, shape, other attributes.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.B Understands operations. Demonstrates an understanding of one, two and more.</p> |
| <p>Counts concrete objects to 5 and beyond.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.3.D Understands operations. Creates and counts groups of up to five objects.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|--|
| <p>Uses math language to express quantity in everyday experiences.</p> | <p><u>Language and Literacy</u> 9 Vocabulary 9.1.E Builds vocabulary. Uses new and technical words in everyday conversations.</p> |
| <p>Compares concrete quantities to determine which has more.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.1.H Identifies numerals. Compares and orders numbers.</p> |
| <p>Recognizes that a set of objects remains the same amount if physically rearranged.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.2.G Counts to determine quantity. Uses manipulatives to group and count units. 15.3.C Understands operations. Creates groups of objects. Adds and removes to group as prompted.</p> |
| <p>Realizes that the last number counted is the total amount of objects.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.2.C Counts to determine quantity. Points to one object at a time while counting.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Recognizes some numerals and associates number concepts with print materials in a meaningful way.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.1.E Identifies numerals. Identifies numerals to ten.</p> <p><u>Language and Literacy</u> 12 Letter/Word Recognition 12.1.C Identifies letters and words. Recognizes the difference between pictures, letters and numbers in print.</p> |
| <p>Names and writes some numerals.</p> | <p><u>Mathematics and Reasoning</u> 15 Number Concepts 15.1.E,F Identifies numerals. Identifies numerals to ten. Identifies and writes numerals to twenty.</p> |
| <p>1.2. Recognizes and describes shapes and spatial relationships.</p> | |
| <p>Recognizes some basic shapes.</p> | <p><u>Mathematics and Reasoning</u> 16 Shapes 16.1.C Identifies shapes. Identifies a few basic shapes.</p> |
| <p>Creates and duplicates shapes.</p> | <p><u>Mathematics and Reasoning</u> 16 Shapes 16.1.G Identifies shapes. Describes and draws features of shapes.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Completes simple puzzles.</p> | <p><u>Mathematics and Reasoning</u> 16 Shapes 16.2.C,D Manipulates parts and wholes. Puts together two to three pieces to create a whole object. Uses a guide to put together six to twelve pieces to make a whole object.</p> |
| <p>Identifies shapes.</p> | <p><u>Mathematics and Reasoning</u> 16 Shapes 16.1.C Identifies shapes. Identifies a few basic shapes.</p> |
| <p>Recognizes parts of a whole.</p> | <p><u>Mathematics and Reasoning</u> 16 Shapes 16.2.E,F Manipulates parts and wholes. Creates a whole object from many pieces without using a guide. Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces.</p> |
| <p>Recognizes the position of objects.</p> | <p><u>Mathematics and Reasoning</u> 17 Spatial Awareness 17.1.C,E Flips and rotates objects. Recognizes familiar objects that are upside down and turns them right-side up. Identifies and corrects the orientation of familiar objects and symbols. 17.2.D Determines object location. When prompted, finds or places objects next to, between, in front of, or behind objects.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Uses words that indicate directionality, order and position of objects.</p> | <p><u>Mathematics and Reasoning</u> 17 Spatial Awareness 17.2.E Determines object location. Explains the location of an object in relation to another object or person.</p> |
| <p>1.3. Uses the attributes of objects for comparison and patterning.</p> | |
| <p>Matches objects.</p> | <p><u>Mathematics and Reasoning</u> 18 Patterns and Sorting 18.2.B Matches, sorts and charts. When shown one object, finds the match.</p> |
| <p>Sorts objects by one or more attributes.</p> | <p><u>Mathematics and Reasoning</u> 18 Patterns and Sorting 18.2.C,D Matches, sorts and charts. Sorts objects by one feature, such as size or color. After sorting objects by one feature, sorts again by a different feature.</p> <p><u>Science</u> 27 Physical Science 27.1.C Identifies properties of matter. With support, sorts objects by physical characteristics.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>Describes objects by one or more attributes.</p> | <p><u>Science</u> 27 Physical Science 27.1.D Identifies properties of matter. Describes basic physical properties of objects and materials in the immediate environment.</p> |
| <p>Recognizes, duplicates, and extends simple patterns.</p> | <p><u>Mathematics and Reasoning</u> 18 Patterns and Sorting 18.1.C,D Identifies and creates patterns. Copies patterns with two steps, such as red-blue, red-blue. Creates and extends two-step patterns.</p> |
| <p>Creates original patterns.</p> | <p><u>Mathematics and Reasoning</u> 18 Patterns and Sorting 18.1.D,E Identifies and creates patterns. Creates and extends two-step patterns. Creates and extends three- and four-step patterns and plays complex memory games.</p> |
| <p>1.4. Use nonstandard and/or standard units to measure and describe.</p> | |
| <p>Compares and orders by size.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.2.C Compares and seriates. Compares and orders two to three objects according to size, length, hue or weight.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Uses tools to explore measuring.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.1.D Estimates and measures. Uses nonstandard measurement tools to estimate approximate size or volume.</p> <p><u>Science</u> 29 Technology 29.1.E Explores technology. Experiments with simple technology to solve problems or accomplish tasks.</p> |
| <p>Explores, compares, and describes length, weight or volume using nonstandard units.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.1.D Estimates and measures. Uses nonstandard measurement tools to estimate approximate size or volume.</p> |
| <p>Explores, compares, and describes length, weight, or volume using standard units.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.1.F Estimates and measures. Makes logical estimates and uses standard measurement tools to check estimation.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Shows awareness of simple time concepts.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.1.G Estimates and measures. Tells time in hours and half-hours. 19.2.D,E,F Compares and seriates. Describes order using first, then and last. Recalls a sequence of events. Orders events in time.</p> <p><u>Social Studies</u> 24 History 24.1.E Describes past events. Uses language of time to describe familiar sequences of events.</p> |
| <p>Categorizes and sequences time intervals and uses language associated with time in everyday situations.</p> | <p><u>Mathematics and Reasoning</u> 19 Measurement 19.1.G Estimates and measures. Tells time in hours and half-hours. 19.2.D,E,F Compares and seriates. Describes order using first, then and last. Recalls a sequence of events. Orders events in time.</p> <p><u>Social Studies</u> 24 History 24.1.E Describes past events. Uses language of time to describe familiar sequences of events.</p> |

Physical Development (Physical Education)

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| Physical Development (Physical Education) | |
|---|--|
| 1. Demonstrates basic gross and fine motor development. | |
| 1.1. Performs a variety of locomotor skills with control and balance. | |
| Demonstrates body spatial awareness in relationship to stationary objects. | <p><u>Creative Development</u> 31 Dance and Movement 31.1.C Develops dance and movement techniques. Explores personal space and direction.</p> |
| Walks with skill. | <p><u>Physical Development</u> 4 Gross Motor 4.1.B Builds strength and balance. Walks and climbs.</p> |
| Runs with skill. | <p><u>Physical Development</u> 4 Gross Motor 4.1.C Builds strength and balance. Runs and balances on a wide beam.</p> |
| Climbs, jumps, and/or hops with increased coordination, balance, and control. | <p><u>Physical Development</u> 4 Gross Motor 4.1.B,D,E Builds strength and balance. Walks and climbs. Balances and hops on one foot. Hops from one foot to the other.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Experiments with galloping and skipping.</p> | <p><u>Physical Development</u> 4 Gross Motor 4.1.E,F Builds strength and balance. Begins to skip. Skips confidently, gallops and slides side to side.</p> |
| <p>Uses quick stops or changes in direction to avoid contact with moving objects or other people.</p> | <p><u>Physical Development</u> 4 Gross Motor 4.2.F Coordinates large movements. Changes direction and speed of movement.</p> |
| <p>1.2. Performs a variety of non-locomotor skills with control and balance.</p> | |
| <p>Executes movements that require a stable base.</p> | <p><u>Physical Development</u> 4 Gross Motor 4.1.C,D Builds strength and balance. Runs and balances on a wide beam. Balances and hops on one foot.</p> |
| <p>Pushes, pulls, twists, turns, curls, balances and/or stretches with increased coordination and control.</p> | <p><u>Physical Development</u> 4 Gross Motor 4.1 Builds strength and balance 4.2 Coordinates large movements</p> <p>5 Fine Motor 5.1.C Controls small movements. Open, closes, twists and pulls objects.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>1.3. Combines a sequence of several motor skills with control and balance.</p> | |
| <p>Walks up and down stairs with alternating steps.</p> | <p><u>Physical Development</u> 4 Gross Motor 4.1 Builds strength and balance</p> |
| <p>Explores a variety of movements.</p> | <p><u>Physical Development</u> 4 Gross Motor 4.1 Builds strength and balance. 4.2 Coordinates large movements</p> <p>5 Fine Motor 5.1 Controls small movements</p> <p><u>Creative Development</u> 31 Dance and Movement 31.1 Develops dance and movement techniques 31.2 Expresses through dance and movement</p> |
| <p>1.4. Performs fine motor tasks using eye-hand coordination.</p> | |
| <p>Explores and manipulates objects in a variety of ways.</p> | <p><u>Physical Development</u> 5 Fine Motor 5.1.B,C Controls small movements. Manipulates objects with purpose. Opens, closes, twists and pulls objects. 5.2.B,C Uses drawing/writing tools. Purposefully grasps and releases objects. Holds drawing/writing tools with whole hand.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>Uses tools appropriately.</p> | <p><u>Physical Development</u> 5 Fine Motor 5.1.B,C,D Controls small movements. Manipulates objects with purpose. Opens, closes, twists and pulls objects. Snips with scissors. Strings large beads. 5.2.D Uses drawing/writing tools. Uses fingers to grasp and manipulate drawing/writing tools with increasing control.</p> |
| <p>Exhibits increasing strength and control.</p> | <p><u>Physical Development</u> 5 Fine Motor 5.1.B-E Controls small movements. Manipulates objects with purpose. Opens, closes, twists and pulls objects. Snips with scissors. Strings large beads. Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. 5.2.D,E Uses drawing/writing tools. Uses fingers to grasp and manipulate drawing/writing tools with increasing control. Uses a mature tripod grip with drawing/writing tools.</p> |
| <p>Performs tasks using more refined and dexterous motions.</p> | <p><u>Physical Development</u> 5 Fine Motor 5.1.E,F Controls small movements. Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. Follows an outline with scissors. Ties shoes and dresses self. 5.2.E,F Uses drawing/writing tools. Uses a mature tripod grip with drawing/writing tools. Consistently uses a mature tripod grip with drawing/writing tools.</p> |

Science

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| Science | |
|---|---|
| 1. Demonstrates scientific ways of thinking and working (with wonder and curiosity). | |
| 1.1. Explores features of environment through manipulation. | |
| Uses all five senses to examine objects with attention to detail. | <p>Science 25 Scientific Reasoning 25.2.B,C Observes and experiments. Uses senses to explore the environment. Investigates an object or group of objects in multiple ways.</p> |
| Describes objects in the environment using properties of objects. | <p>Science 27 Physical Science 27.1.D Identifies properties of matter. Describes basic physical properties of objects and materials in immediate environment.</p> |
| Describes objects in terms of similarities or differences. | <p>Science 25 Scientific Reasoning 25.3.E Evaluates and infers. Describes and compares observations of scientific phenomenon.</p> |
| 1.2. Investigates simple scientific concepts. | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Asks simple scientific questions.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.1.B,C,E Inquires and predicts. Asks one- to two-word questions. Identifies personal interests and seeks more information. Asks questions or shows curiosity about scientific phenomenon.</p> |
| <p>Observes and/or manipulates objects and events to answer simple scientific questions.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.2.C,D,F Observes and experiments. Investigates an object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people. Gathers information or experiments to prove/disprove a hypothesis.</p> |
| <p>Identifies objects that influence or affect other objects.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.2.C,D Observes and experiments. Investigates an object or group of objects in multiple ways. Observes and describes actions or changes that occur to familiar objects and people.</p> <p><u>Mathematics and Reasoning</u> 20 Logic 20.1.B Solves problems. Experiments with cause and effect.</p> |
| <p>1.3. Uses a variety of tools to explore the environment.</p> | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Uses non-standard tools to explore the environment.</p> | <p><u>Science</u> 29 Technology 29.1.E,F,G Explores technology. Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.</p> |
| <p>Uses standard tools to explore the environment.</p> | <p><u>Science</u> 29 Technology 29.1.E,F,G Explores technology. Experiments with simple technology to solve problems or accomplish tasks. Uses familiar tools and technology to produce a desired result or solve a specific problem. Experiments with familiar and unfamiliar tools and technology to achieve a variety of results.</p> |
| <p>1.4. Collects, describes, and/or records information through a variety of means.</p> | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>Collects items with similar properties.</p> | <p><u>Mathematics and Reasoning</u> 18 Patterns and Sorting 18.2. Matches, sorts and charts. Sorts objects by one feature, such as size or color. After sorting objects by one feature, sorts again by a different feature.</p> <p><u>Science</u> 25 Scientific Reasoning 25.2 Observes and experiments 25.3.B Evaluates and infers. Recognizes objects, actions, sounds or people associated with a common use or routine.</p> |
| <p>Describes objects in terms of its properties.</p> | <p><u>Science</u> 27 Physical Science 27.1.D Identifies properties of matter. Describes basic physical properties of objects and materials in immediate environment.</p> |
| <p>Records information through a variety of means such as graphing, tallying, drawing, writing, photographing, etc.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.2.E,G Observes and experiments. Explores scientific phenomenon and records observations by drawing. Records findings in tables, charts or diagrams.</p> |
| <p>1.5. Makes and verifies predictions based on past experiences.</p> | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|--|
| <p>Asks questions and/or uses other resources to confirm observations.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.1.B,C,E Inquires and predicts. Asks one- to two-word questions. Identifies personal interests and seeks more information. Asks questions or shows curiosity about scientific phenomenon. 25.2.F Observes and experiments. Gathers information or experiments to prove/disprove a hypothesis.</p> |
| <p>Makes reasonable explanations using resources, experiments, etc. independently.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.3.C,D,E Evaluates and infers. Shares discoveries with others. Uses past knowledge to explain observed changes. Describes and compares observations of scientific phenomenon.</p> |
| <p>Draws conclusions based on proved/disproved prediction.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.3.D,E,F Evaluates and infers. Uses past knowledge to explain observed changes. Describes and compares observations of scientific phenomenon. Uses information and observations to verify a prediction.</p> |

Social Studies

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| Social Studies | |
|--|--|
| 1. Demonstrates basic understanding of the world in which he/she lives. | |
| 1.1. Differentiates between events that happen in the past, present, and future | |
| Recognizes the beginning and end of an event. | <p><u>Social Studies</u> 24 History 24.1.E Describes past events. Uses language of time to describe familiar sequences of events.</p> |
| Recalls information about the immediate past. | <p><u>Social Studies</u> 24 History 24.1.D Describes past events. Recalls information and events from the past.</p> |
| Develops awareness that events occurred before the child's birth. | <p><u>Social Studies</u> 24 History 24.1.F Describes past events. Retells historical, fictional or past events or stories.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|--|
| <p>Explores changes over time in environment by comparing pictures and hearing stories about the way something or someone looked in the past compared to now.</p> | <p><u>Social Studies</u> 24 History 24.1.G Describes past events. Compares and contrasts current and historical conditions of familiar environments.</p> <p><u>Science</u> 25 Scientific Reasoning 25.2.D Observes and describes actions or changes that occur to familiar objects and people.</p> |
| <p>Describes or represents a limited series of events in the correct sequence.</p> | <p><u>Social Studies</u> 24 History 24.1.C,E Describes past events. Describes events as they happen. Uses words such as first, then. Uses language of time to describe familiar sequences of events.</p> |
| <p>Experiments with general terms related to the elements of time.</p> | <p><u>Social Studies</u> 24 History 24.1.C,E Describes past events. Describes events as they happen. Uses words such as first, then. Uses language of time to describe familiar sequences of events.</p> |
| <p>Makes predictions about what may occur.</p> | <p><u>Science</u> 25 Scientific Reasoning 25.1.D,E,F Inquires and predicts. When given a question, guesses a possible answer or outcome. Predicts a few outcomes. Predicts multiple outcomes to a question or situation and explains personal reasoning.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| 1.2. Uses environmental clues and tools to understand surroundings. | |
|---|---|
| Distinguishes through demonstration and/or description characteristics of the physical environment. | <p><u>Social Studies</u> 23 Geography 23.1 Identifies types of places. Identifies a variety of familiar places. Identifies different types of water bodies, streets, buildings and landmarks in own community.</p> <p><u>Science</u> 28 Earth Science 28.2.E Explores ecosystems. Describes a habitat and its characteristics.</p> |
| Distinguishes different environments by the people or signs that are a part of that environment. | <p><u>Social Studies</u> 23 Geography 23.1.D Identifies types of places. Identifies different types of water bodies, streets, buildings and landmarks in own community. 23.2.D Uses maps. Recognizes symbols and landmarks.</p> <p>21 Families and Communities 21.2.E Explores cultures and traditions. Begins to learn about other cultures.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|--|
| <p>Recognizes and uses a variety of objects and materials that represent the environment.</p> | <p><u>Social Studies</u> 23 Geography 23.1 Identifies types of places. Identifies a variety of familiar places. Identifies different types of water bodies, streets, buildings and landmarks in own community.</p> <p><u>Science</u> 28 Earth Science 28.2.E Explores ecosystems. Describes a habitat and its characteristics.</p> |
| <p>Shows interest in investigating geography through the use of maps, globes, charts, compasses, etc.</p> | <p><u>Social Studies</u> 23 Geography 23.2.D,E Uses maps. Recognizes symbols and landmarks. Identifies what is represented on a map. Draws pictures of current location.</p> |
| <p>1.3. Shows an awareness of fundamental economic concepts.</p> | |
| <p>Recognizes the relationship between supply and demand.</p> | <p><u>Social Studies</u> 22 Civics and Economics 22.2.D,E Understands concepts of trade. Asks before taking an object that does not belong to self. Offers a toy or object to another person. Explores the use of trade to receive objects or services.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Recognizes and uses objects for barter or trade.</p> | <p><u>Social Studies</u> 22 Civics and Economics 22.2.D,E Understands concepts of trade. Asks before taking an object that does not belong to self. Offers a toy or object to another person. Explores the use of trade to receive objects or services.</p> |
| <p>Recognizes the use of money as a means of exchange.</p> | <p><u>Social Studies</u> 22 Civics and Economics 22.2.F Understands concepts of trade. Exchanges money, goods or services for other goods or services.</p> |
| <p>1.4. Recognizes and/or follows rules within the home, school, and community.</p> | |
| <p>Identifies examples of authority.</p> | <p><u>Social Studies</u> 22 Civics and Economics 22.1.C Understand citizenship. Recognizes and attends to authority figures.</p> |
| <p>Follows routines with little supervision.</p> | <p><u>Social Studies</u> 22 Civics and Economics 22.1.D Understand citizenship. Follows familiar rules and helps make group decisions.</p> <p><u>Social and Emotional Development</u> 2 Self Direction 2.1 Follows rules and routines</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|--|---|
| <p>Recognizes there are different rules for different places.</p> | <p><u>Social Studies</u> 22 Civics and Economics 22.1.E Understand citizenship. Applies familiar rules and suggests new rules in a variety of situations.</p> |
| <p>Understands there are consequences for actions.</p> | <p><u>Social Studies</u> 22 Civics and Economics 22.1.F Understand citizenship. Discusses the purposes of rules, laws and civic leaders.</p> <p><u>Social and Emotional Development</u> 2 Self Direction 2.1.G Follows rules and routines. Explains why rules and regulations are important and what might happen if they are not followed.</p> |
| <p>Follows rules applicable to the situation with little supervision.</p> | <p><u>Social Studies</u> 22 Civics and Economics 22.1.E Understand citizenship. Applies familiar rules and suggests new rules in a variety of situations.</p> <p><u>Social and Emotional Development</u> 2 Self Direction 2.1.H Follows rules and routines. Follows explicit and implied rules in various situations with few reminders.</p> |
| <p>1.5. Demonstrates understanding of the roles and relationships within his/her family and/or community.</p> | |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|--|
| <p>Recognizes the roles within his/her home.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.1.E Identifies community and family roles. Identifies roles of self and others and describes the job each may do.</p> |
| <p>Knows place in family structure.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.1.D Identifies community and family roles. Describes family members and their relationship to self.</p> |
| <p>Uses familiar relationships to make sense of the world.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.1.D Identifies community and family roles. Describes family members and their relationship to self. 21.2.E Explores cultures and traditions. Explains the meaning and importance of own traditions and customs. Begins to learn about other cultures. 21.3.E Respects diversity. Asks questions about how others live, eat, play and believe.</p> |
| <p>1.6. Knows that diversity exists in the world.</p> | |
| <p>Describes self and/or compares own descriptions with others' descriptions.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.3.C Respects diversity. Identifies physical similarities and differences between self and others.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>Identifies and recognizes gender.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.3.C Respects diversity. Identifies physical similarities and differences between self and others.</p> |
| <p>Recognizes that people differ in language, dress, food, etc.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.2.E Explores cultures and traditions. Begins to learn about other cultures. 21.3.D,E,F Respects diversity. Interacts with peers who look, learn, believe or move differently. Asks questions about how others live, eat, play and believe. Explains how individuals, families and cultures differ.</p> |
| <p>Recognizes and identifies differences in personal characteristics and family makeup.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.2.E Explores cultures and traditions. Begins to learn about other cultures. 21.3.C-F Respects diversity. Identifies physical similarities and differences between self and others. Interacts with peers who look, learn, believe or move differently. Asks questions about how others live, eat, play and believe. Explains how individuals, families and cultures differ.</p> |

Kentucky Early Childhood Standards (Three Years to Four Years)

Developmental Continuum of the Experience Early Learning Skills

| | |
|---|---|
| <p>Recognizes that different people have different roles and jobs in the community.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.1.E,F Identifies community and family roles. Identifies roles of self and others and describes the job each may do. Compares roles, rules and responsibilities between different groups.</p> |
| <p>Recognizes and accepts similarities and differences.</p> | <p><u>Social Studies</u> 21 Families and Communities 21.3.C-H Respects diversity. Identifies physical similarities and differences between self and others. Interacts with peers who look, learn, believe or move differently. Asks questions about how others live, eat, play and believe. Explains how individuals, families and cultures differ. Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly. Demonstrates respect for people who look differently and have differing abilities or traditions.</p> |



Developmental Continuum of the Experience Early Learning Skills

Individual children develop at a unique pace.

| | | Infant | Toddler | Preschool | Pre-Primary | Primary | | | | |
|----------------------------------|------------------------|---|--|--|--|--|--|---|--|---|
| Skill | Goal | Benchmark A | Benchmark B | Benchmark C | Benchmark D | Benchmark E | Benchmark F | Benchmark G | Benchmark H | |
| Social and Emotional Development | 1 Self Concept | 1.1 Expresses preference | Responds to name and explores self in mirror. | Repeats actions to obtain similar preferred results. | Expresses likes and dislikes. | When given two to three options, chooses his/her most desired option. | Describes preferences of self and others. | Negotiates to attain personal preference in a situation. | Predicts how self and others might feel in a variety of situations and explains why. | Demonstrates an understanding that each person is unique and has his/her own thoughts, feelings and preferences. |
| | | 1.2 Takes responsibility | Responds as caregiver takes care of his/her needs. | Participates in daily routines or familiar activities. | Asserts a desire to start or end an activity. Asks for help. | Initiates an activity and seeks help to complete it. | Independently completes a familiar activity and offers to help others with a similar activity. | Takes care of own needs and personal belongings. | Shows respect for others' personal space and belongings. | Takes care of self or another while considering the needs of the greater group. |
| | | 1.3 Identifies and manages feelings | Calms with support from caretaker. | Shows a range of emotions with facial expressions and gestures. Soothes self. | Experiments and role-plays with a range of emotions. | Recognizes personal feelings. Controls impulses with reminders. | Names some personal feelings and uses strategies to manage behavior. | Identifies and explains personal feelings. Describes appropriate responses. | Anticipates an emotional response that may result from a given situation. | Applies strategies for managing own emotions and behaviors. |
| | 2 Self Direction | 2.1 Follows rules and routines | Reacts to tone of voice and expression. | Cooperates during familiar routines and redirection. | With prompting, follows rules and routines. | Follows rules and routines. Expresses feelings about fairness. | Follows rules and routines. Expresses feelings about fairness. | Participates in setting, defining and following rules. | Explains why rules and regulations are important and what might happen if they are not followed. | Follows explicit and implied rules in various situations with few reminders. |
| | | 2.2 Maintains attention | Focuses for a short time when others interact with him/her. | Attends to what others are looking at or pointing to. | Focuses on an engaging activity for a short period of time independently or with an adult. | Practices or repeats an activity many times until successful. | Sustains focus for at least five minutes, persisting even if there are problems or distractions. | Sustains focus for at least ten minutes even if there are distractions. | Sustains focus for at least thirty minutes even if there are distractions. | Sustains focus for forty-five minutes even if there are distractions. |
| | | 2.3 Transitions and adapts | Reacts to changes in routine. | Responds to cues that signal a change in the daily routine. | Anticipates what comes next within a daily routine. Redirects to a new activity with help from caregivers. | Recognizes when the typical routine is not followed and identifies the change. | With support, negotiates ways to handle non-routine transitions. | Transitions from one activity to the next and helps others through the transition. | Describes strategies to adjust and calm oneself in new or stressful situations. | Adapts to new situations quickly and with minimal stress. |
| | 3 Social Relationships | 3.1 Builds positive relationships | Connects with caregivers through eye contact and gentle touch. | Greets and stays near familiar people. | Plays side-by-side with a new or familiar person. | Joins a group and participates in group play. | Initiates play, conversations and interactions with one or more persons. | Begins to describe friendships and other meaningful relationships. | Describes qualities of positive relationships and ways to build them. | Describes different types of relationships such as those with family, with friends and with teachers. |
| | | 3.2 Cooperates | Enjoys turn-taking games, such as peek-a-boo. | Mimics actions of others. | Helps or participates in an activity when asked. | Plays cooperatively with others and begins to share. Asks adult to help solve social problems. | Seeks out opportunities to help others. Tries to solve own social problems. | Suggests solutions to group problems or challenges. | Fulfills personal roles and responsibilities when working in a group. | Works collaboratively and flexibly within a group. |
| | | 3.3 Cares for and responds to others | Reacts to others' behaviors and expressions. | Mimics facial expressions of others. | Demonstrates concern for someone who is sad or upset. | Explains a reason why someone may be happy or sad. | Tries to comfort and assure familiar children or adults. | Identifies feelings of others and responds accordingly. | Shows empathy. | Encourages others to care for, include or help another person. |
| Physical Development | 4 Gross Motor | 4.1 Builds strength and balance | Sits independently and pulls self into a standing position. | Walks and climbs. | Runs and balances on a wide beam. | Balances and hops on one foot. | Hops from one foot to the other. Begins to skip. | Skips confidently, gallops and slides side to side. | Leaps. Balances on a variety of objects. | Uses conditioning methods to strengthen muscles and increase endurance. |
| | | 4.2 Coordinates large movements | Kicks or grabs from a seated or laying position. | Carries, drags, kicks and tosses objects. | Throws objects in an intended direction. Catches objects against body. | Throws both overhand and underhand. Catches or kicks moving objects. | Coordinates multiple movements in simple sequences. | Changes direction and speed of movement. | Kicks or strikes moving objects with aim and accuracy. Stops at a boundary. | Coordinates multiple complex movements in continuous play. |
| | 5 Fine Motor | 5.1 Controls small movements | Reaches for objects in sight. | Manipulates objects with purpose, such as feeding self with a spoon. | Opens, closes, twists and pulls objects. | Snips with scissors. Strings large beads. | Follows a straight line when cutting and drawing. Buttons, zips, buckles and laces. | Follows an outline with scissors. Ties shoes and dresses self. | Threads small beads. Stocks small objects. | Beads, grasps and stacks objects of all sizes with speed and accuracy. |
| | | 5.2 Uses drawing/writing tools | Picks up small objects with thumb and pointer finger (pincher grasp). | Purposefully grasps and releases objects. Makes random marks with writing tools. | Holds drawing/writing tools with whole hand and may use whole arm to make intentional marks. | Uses fingers to grasp and manipulate drawing/writing tools with increasing control. | Uses a mature tripod grip with drawing/writing tools. | Consistently uses mature tripod grip with drawing/writing tools. | Legibly prints letters, numbers, and symbols. | Uses appropriate spacing between letters and words. Controls the size and placement of letters, numbers or details in drawings. |
| | 6 Health and Safety | 6.1 Makes healthy food and exercise choices | Cries when hungry or tired. | Communicates when hungry, thirsty, or tired. | Anticipates the need to eat, rest and drink. | Identifies food and serves a portion into bowl or plate. Follows a routine of rest and active play. | Identifies food groups and sorts food. Chooses between two appropriate food options or rest options. | Identifies food that is nutritious. Regulates personal needs for nutrition, activity and rest with few reminders. | Explains the importance of nutrition, exercise and rest in maintaining wellness. | Explains how feeling well is related to proper nutrition, exercise and rest. |
| | | 6.2 Practices good hygiene | Receives appropriate healthcare from caregivers. | Recognizes the difference between dirty and clean. Points to body parts when prompted. | With help, participates in healthy habits and healthcare routines. Names body parts. | Describes the function of basic body parts. Regulates toileting and hand-washing needs. Describes how s/he feels and the location of pain. | Explains how germs spread and simple strategies for preventing the spread. | When feeling sick, describes symptoms. Recognizes the difference between contagious illnesses and noncommunicable diseases or conditions. | Describes the functions of basic organs. Maintains personal hygiene with few reminders. | Describes how to deal with health concerns of self and others. |
| | | 6.3 Demonstrates safe practices | Responds to possible dangers in environment and avoids them when prompted. | Follows simple safety rules. | Identifies dangerous situations and seeks out help. | Describes reasons for safety rules and reminds others to follow them. | Applies general safety rules to a variety of everyday situations with little prompting. | Identifies emergency situations. Describes how to get help and behave during them. | Takes appropriate initiative in dangerous and emergency situations. | |

Individual children develop at a unique pace.

| | | Infant | Toddler | Preschool | Pre-Primary | Primary | | | | |
|-----------------------|----------------------------|--|--|---|--|--|--|---|---|---|
| Skill | Goal | Benchmark A | Benchmark B | Benchmark C | Benchmark D | Benchmark E | Benchmark F | Benchmark G | Benchmark H | |
| Language and Literacy | 7 Listening Comprehension | 7.1 Comprehends spoken language | Turns head toward the person speaking and makes gestures and/or vocalizations in response. | When prompted, identifies familiar people or objects. | Responds to simple statements and questions. | Listens to a story or request and then responds appropriately. | Expands on stories and information shared orally. | Asks and answers general questions about information or stories shared orally. | Asks or answers specific questions about key details from information or stories shared orally. | Listens to gather information. Asks questions to clarify or deepen understanding. Recalls key ideas shared orally. |
| | | 7.2 Follows verbal directions | Responds to conversation in environment and imitates actions. | With prompts and gestures, follows a one-step direction. | Follows related two-step directions given verbally. | Follows unrelated two-step directions given verbally. | With prompting, follows multi-step directions given verbally. | Follows multi-step directions given verbally. | Remembers and follows previous rules or directions shared verbally. | Responds to verbal statements that have implied directions or requests. |
| | 8 Communication | 8.1 Communicates ideas | Uses vocal sounds and gestures to communicate. | Uses a few words and word-like sounds to communicate. | Communicates needs, desires and ideas using simple sentences. | Asks simple questions and stays on topic for two to three exchanges. | Tells stories and engages in conversations through multiple exchanges. | Explains thoughts about familiar people, places and events. | Discusses ideas and feelings about a wide range of age-appropriate topics. Stays on topic throughout discussion. | Uses expression, tone and pacing to reinforce the meaning of what s/he is communicating. Clarifies meaning during a discussion. |
| | | 8.2 Speaks in sentences | Duplicates single sounds. | Says one- to two-word sentences. | Says two- to four-word sentences and repeats short phrases. | Speaks in sentences but does not always follow grammatical rules. | Speaks in simple complete sentences. | Speaks audibly. Makes nouns plural by adding /s/. Uses common prepositions. | Uses many types of sentences, including simple and compound. Uses verb tense to express past, present and future. | Uses common irregular plural nouns and conjugated verbs. |
| | 9 Vocabulary | 9.1 Builds vocabulary | Makes noises and gestures to communicate. | Repeats words heard frequently in environment. | Identifies familiar people, places, and objects. Asks what a specific person or object are called. | Describes familiar people, places and objects. Seeks additional words for new ways to describe. | Includes new and technical words in everyday conversations. Asks what unfamiliar words mean. | Uses new or technical words learned in conversations or through reading. Compares words and their meanings. | Identifies words whose meaning are similar. Determines the meaning of unknown words from context or from root word. | Explains the difference between closely related words. Uses multiple strategies to determine and learn the meaning of unfamiliar words. |
| | 10 Phonological Awareness | 10.1 Hears small units of sound | Babbles and vocalizes using sound, volume and inflection. | Imitates sounds and tones. | Shows awareness of separate words in spoken language. | Identifies words that have a similar beginning sound. | Identifies the beginning and ending sounds of words. | Counts syllables in spoken words. Isolates and pronounces the sound of each syllable. | Identifies and isolates individual sounds heard in one-syllable words. | Manipulates, substitutes and deletes sounds in words. |
| | | 10.2 Identifies rhyme and alliteration | Hears rhyming songs and games. | Repeats the last word in familiar rhymes when prompted. | Suggests a missing rhyming word within a poem or song. | Identifies when two words rhyme or don't rhyme. | Suggests a series of rhyming words when given a word. | Explains which sound of given word is the rime and which sound is the onset. | Recognizes blends, digraphs, letter patterns and simple word families. | Manipulates syllables in words, including prefixes and suffixes. |
| | 11 Concepts of Print | 11.1 Demonstrates print knowledge | Looks or points to pictures and opens/closes books. | Recognizes if pictures are right-side up. Turns pages from front to back of book. | Identifies the front/back and top/bottom of a book. Indicates where to start reading on each page. | Identifies letters, words, spaces and some punctuation. Follows the direction of text. | Touches a written word on the page for each spoken word (but not necessarily the correct word). Tracks print from the end of one line to the beginning of the next line. | Recognizes common types of text (poem, storybook, fact book). Names author and illustrator. Identifies punctuation. | Explains the difference between books that tell stories and those that give information. | Describes the overall structure of a story, including the introduction, problem and conclusion. |
| | 12 Letter/Word Recognition | 12.1 Identifies letters and words | Looks for familiar people and objects when given their names. | Identifies a familiar object or person when shown a drawing or photo. | Recognizes the difference between pictures, letters and numbers in print. | Recognizes some common words in print; such as their his/her name, mom, dad or stop. | Names all upper and lower case letters when presented in random order. When shown a two to three letter word, can find it in print. | Reads high frequency sight words. | Reads and decodes root words with inflectional endings (e.g. ed, ing, s). | Decodes words with common prefixes and suffixes. Uses context or rereads to determine the meaning of unknown words. |
| | | 12.2 Makes letter-sound connections | Babbles or repeats sounds. | Points at words printed on a page and pretends to read aloud. | Recognizes the sound of the first letter in his/her name. | Identifies six to seven letters and their sounds. | Identifies twelve to fifteen letters and their sounds. Recognizes that letters make up words. | Identifies all letters and their sounds. Begins to sound out the letters in two- to four-letter words. | Recognizes letter patterns, word families, long and short vowel sounds, whole word chunks, digraphs and blends. | Applies phonics strategies and word analysis skills to decode unfamiliar words. |
| | 13 Reading Comprehension | 13.1 Responds to text | Interacts by reaching or patting when a book is read. | Points to pictures and repeats words from familiar stories. | Talks about pictures and ideas in familiar stories. | Anticipates what come next in familiar stories. Expresses likes or dislikes within the story. | Relates to the characters or events of the story and shares a similar experience or object from own life. | With support, compares similarities between two texts. | Makes many text-to-text, -self and -world connections. Compares similarities and differences between two texts. | Evaluates texts based on content, personal experiences and knowledge of the world. Compares the main points of two texts. |
| | | 13.2 Retells, asks and answers questions | Holds book and looks intently at each page. | Answers "Where is...?" questions by pointing. | Answers "What...?" questions about stories and books. Recalls the name of the main character. | Participates with others in the retelling of a story by pointing at pictures or role-playing with props. | Retells portions of a story. As the story is read, asks and answers simple questions about characters, setting and events. | With prompting, answers questions about characters and setting. Retells major events of a story in sequence. | Retells stories and includes key details. Asks and answers questions about setting, characters and events. Explains who is speaking at various points throughout the story. | Summarizes texts and their messages. Describes the points of view of various characters and how they each respond to challenges or events in the story. |
| | 14 Emergent Writing | 14.1 Writes name, words and sentences | Grips a writing utensil and uses it with help. | Makes continuous marks with writing tools. | Writes letter-like forms and creates his/her own symbols. | Attempts to print or copy familiar symbols and letters, especially those that are in own name. | Prints first name. Copies print. Uses inventive spelling. | Prints first and last name. Prints upper and lower case letters appropriately. | Prints first and last name with proper capitalization. Writes simple sentences. Begins to use traditional spelling. | Writes simple and compound sentences. Uses commas. Checks and corrects spelling. |
| | | 14.2 Expresses through writing | Explores writing materials. | Makes marks or handprints on paper. | Scribbles or draws marks as a representation of an object or person. | Draws lines, circles or shapes and explains who or what they represent. | Uses a combination of drawing, dictating and writing to express and record an event or idea. | Uses inventive spelling to write words that are connected to a given topic or opinion. Draws pictures to support writing. | Writes a string of simple sentences to tell a story or share information. Provides a concluding statement. | Writes ideas or groups information in logical order. Uses descriptive words in writing. |

| Skill | Goal | Pre-production | Early Production | Speech Emergence | Intermediate Fluency | Advanced Fluency | |
|-----------------------------|--|--|---|---|--|---|--|
| Second Language Acquisition | 34 Approach to Second Language Acquisition | 34.1 Participates using target language | Observes interactions in target language, but may not participate. | When prompted, uses gestures and words in target language to participate in group interactions. | Uses target language to actively participate, working around any language barriers. | Initiates interactions in target language, displaying adequate conversational proficiency with minimal language barriers. | Uses target language confidently and comfortably to participate. Begins to display written and academic proficiency for developmental level. |
| | | 34.2 Demonstrates initiative with target language | Uses cues and gestures to understand interactions in target language. | Asks for repetition of target language to clarify understanding. | Seeks explanations for unknown words and phrases in target language. | Asks questions in target language to clarify meanings of idioms and complex interactions. | Uses context clues and resources to clarify any misunderstandings. |
| | 35 Comprehension of Second Language | 35.1 Demonstrates comprehension of target language | Responds to cues, such as gestures and visualizations. | Responds to simple words and phrases in target language, especially in combination with other cues. | Responds to simple stories and short discussions in target language. | Responds to stories, jokes and lengthy discussions in target language. | Demonstrates near-native comprehension of target language in all contexts. |
| | 36 Communication in Second Language | 36.1 Uses target language to communicate | Uses cues, gestures and visualizations to communicate. | Uses words and memorized phrases in target language to communicate. | Formulates sentences by combining familiar words and phrases in target language. May make frequent errors. | Uses increasingly complex linguistic structures in target language with minimal grammatical errors. | Uses target language effectively in all contexts. |

Individual children develop at a unique pace.

| | | Infant | Toddler | Preschool | Pre-Primary | Primary | | | | |
|---|-----------------------------|--|---|--|--|--|--|---|---|---|
| Skill | Goal | Benchmark A | Benchmark B | Benchmark C | Benchmark D | Benchmark E | Benchmark F | Benchmark G | Benchmark H | |
| 123 Mathematics and Reasoning | 15 Number Concepts | 15.1 Identifies numerals | Hears numbers in everyday context. | Recognizes the numeral one and sees other numerals around the room. | Recognizes numerals to three. | Identifies numerals to five. | Identifies numerals to ten. | Identifies and writes numerals to twenty. | Identifies numerals to one hundred and understands place value to the hundreds place. | Compares and orders numerals to one thousand, understands place value and identifies if a number is even or odd. |
| | | 15.2 Counts to determine quantity | Hears rote counting. | Verbally counts (not always in correct order). | Points to one object at a time while counting (not always in correct order). | Counts up to ten objects. | Counts up to twenty objects. | Counts to one hundred by ones and tens. Counts forward from a given number. | Counts in sequence to 120 from a given number. Uses manipulatives to group and count units. | Counts by fives, tens, and hundreds to one thousand. Adds and subtracts within twenty. |
| | | 15.3 Understands operations | Looks for an object that is taken out of sight. | Demonstrates an understanding of one, two and more. | Creates groups of objects. Adds and removes to group as prompted. | Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. | Creates and counts groups of up to five objects. Removes objects from the group as prompted and recounts. | Solves addition and subtraction problems within ten. | Decomposes numbers less than or equal to ten into pairs in more than one way (e.g., $7=3+4$, $7=5+2$). | Demonstrates an understanding of the meaning of the equal sign and determines if a given addition or subtraction equation is true or false. |
| | 16 Shapes | 16.1 Identifies shapes | Manipulates objects that are a variety of shapes. | Matches two identical shapes. | Identifies a few basic shapes. | Identifies four to six basic geometric shapes. | Describes basic and complex two- and three-dimensional shapes using own words. | Describes objects in the environment as two- and three-dimensional shapes. | Describes and draws defining features of shapes. | Identifies and draws complex shapes. |
| | | 16.2 Manipulates parts and wholes | Tries to put one object inside of another. | Fills container and then dumps out the contents. | Puts together two to three pieces to create a whole object. | Uses a guide to put together six to twelve pieces to make a whole object. | Creates a whole object from many pieces without using a guide. | Creates complex shapes by putting together other shapes. Takes apart complex shapes into simpler shape pieces. | Builds and analyzes complex shapes constructed from simpler shapes. Separates circles and rectangles into two and four equal parts. | Separates a shape into halves, thirds and fourths. |
| | 17 Spatial Awareness | 17.1 Flips and rotates objects | Plays with objects and toys that are a variety of shapes. | Purposely turns or spins objects. | Recognizes familiar objects that are upside down and turns them right-side up. | Matches two similar objects that are turned or positioned in different ways. | Identifies and corrects the orientation of familiar objects and symbols. | Identifies two- and three-dimensional shapes and symbols regardless of orientation. | Matches two-dimensional shapes to corresponding three-dimensional shapes. Recognizes symmetry. | Determines when shapes have been slid, turned or flipped and describes the translation. |
| | | 17.2 Determines object location | Participates as caregiver raises arms or legs and says up/down. | Follows simple positional directions such as on/off, over/under and up/down. | When prompted, finds or places objects next to, between, in front of or behind self. | When prompted, finds or places objects next to, between, in front of or behind objects not related to self. | Explains the location of an object in relation to another object or person. | Makes simple maps or models to represent the location of objects. | Gives and follows positional instructions to find objects or places. | Uses representations, coordinate systems and maps to identify locations of objects or places. |
| | 18 Patterns and Sorting | 18.1 Identifies and creates patterns | Plays predictable activities with caregivers such as patty-cake and peek-a-boo. | Attempts to mimic vocal and physical patterns. | Copies patterns with two steps, such as red-blue, red-blue. | Creates and extends two-step patterns. | Creates and extends three- and four-step patterns and plays complex memory games. | Determines the missing piece of a pattern within a set sequence. Recognizes simple patterns in the environment. | Creates or extends increasing or decreasing patterns. | Develops and explains his/her own formula for creating a variety of patterns. |
| | | 18.2 Matches, sorts and charts | Recognizes familiar people and objects. | When shown one object, finds the match. | Sort objects by one feature, such as size or color. | After sorting objects by one feature, sorts again by a different feature. | Sorts objects by more than one feature and explains why. | Identifies, sorts and classifies objects by at least two features. | Answers questions about data or objects sorted in up to three categories. | Uses graphs and charts to represent data sorted in up to four categories. |
| | 19 Measurement | 19.1 Estimates and measures | Recognizes when to use whole hand or just two fingers to pick up an object. | Explores size and weight of objects in relation to self. | Determines which object is bigger (heavier, longer) when given two objects. | Uses non-standard measurement tools to estimate approximate size or volume. Verifies estimation with help. | Estimates (not always logically) size and volume. Measures and describes findings. | Makes logical estimates and uses measurement tools to check estimation. | Explains which measurement tool makes best sense for the object being measured. Tells time in hours and half-hours. | Tells time. Estimates length in inches, feet, centimeters or meters. Measures on object using a variety of measurement standards. |
| | | 19.2 Compares and seriates | Picks up and puts down objects. Demonstrates an understanding of more. | Places objects in a line. Demonstrates an understanding of more, none and one. | Compares and orders two to three objects according to size, length, hue or weight. | Orders multiple objects by one feature using process of elimination. Describes order using first, then and last. | Arranges and orders multiple objects by size, length, hue or weight. Recalls a sequence of events. | Orders multiple objects by two or more features. Orders events in time. | Compares the length of two objects by using a third object (the length unit). Orders three objects by length. | Compares and explains how much longer one object is than another using standard units of measurement. |
| | 20 Logic | 20.1 Solves problems | Reacts to a problem and seeks a desired outcome. | Experiments with cause and effect. | Recognizes a problem and asks for help. | Tries out many possible solutions to a problem. | Uses previous knowledge to determine which solution to try first when solving a problem. | Mentally eliminates possible solutions to a problem by thinking through their potential results. | Explains the sequence of his/her problem-solving strategy. | Solves hypothetical problems by connecting personal experiences to possible solutions. |
| Social Studies | 21 Families and Communities | 21.1 Identifies community and family roles | Responds to primary caregivers. | Recognizes the difference between a familiar and unfamiliar person. | Identifies familiar people and pets. | Describes family members and their relationship to self. Identifies and role-plays familiar community helpers. | Identifies roles of self and others and describes the job each may do. | Compares roles, rules and responsibilities between different groups. | Describes how roles and responsibilities or families and groups change over time. | Identifies features in rural, urban and suburban communities and how these features impact roles and responsibilities. |
| | | 21.2 Explores cultures and traditions | Is exposed to family traditions or cultural events. | With help, participates in family traditions and customs. | Recognizes familiar symbols or artifacts of family traditions or customs. | Describes the routines, familiar stories, traditions, foods and celebrations of own family and community. | Explains the meaning and importance of their own traditions and customs. Begins to learn about other cultures. | Explains the meaning and importance of traditions and customs of other people. | Compares diverse cultures and traditions. | Names influential people and events that have impacted familiar cultures and traditions. |
| | | 21.3 Respects diversity | Sees diverse features of people in books, toys and media. | Explores people and their features side by side in a book or a mirror. | Identifies physical similarities and differences between self and others. | Interacts with peers who look, learn, believe or move differently. | Asks questions about how others live, eat, play and believe. | Explains how individuals, families and cultures differ. | Demonstrates an understanding that some people have different needs or beliefs than self and seeks to support them accordingly. | Demonstrates respect for people who look differently and have differing abilities or traditions. |
| | 22 Civics and Economics | 22.1 Understands citizenship | Attends to others in immediate environment. | Participates in communal activities. | Recognizes and attends to authority figures. | Follows familiar rules and helps make group decisions. | Applies familiar rules and suggests new rules in a variety of situations. | Discusses the purposes of rules, laws and civic leaders. Participates in voting to make decisions. | Identifies individual rights. Determines if rules support the common good. | Describes different levels of government (local, state, national). Makes democratic decisions. |
| | | 22.2 Understands concepts of trade | Grasps and releases objects. | Expresses a desire for an object or action. Says me, mine. | Recognizes ownership of familiar objects. | Asks before taking an object that does not belong to self. Offers a toy or object to another person. | Explores the use of trade to receive objects or services. | Exchanges money, goods or services for other goods or services. | Describes ways one might use money, goods or services. | Explains how and why people work together in trade to get what they need and want. |
| | 23 Geography | 23.1 Identifies types of places | Responds to changes in the immediate environment. | Recognizes familiar places. | Identifies a variety of familiar places, such as the store, car, home or Grandma's. | Identifies different types of water bodies, streets, buildings and landmarks in own community. | Explains the purpose for different types of structures, such as bridges and buildings. Asks questions about landmarks. | Compares the geographic features of own community to another community. | Identifies and describes various types of landforms and natural resources. | Explains how the physical features and characteristics of an environment affect how people live. |
| | | 23.2 Uses maps | Navigates within a familiar environment. | Finds ways to move around obstacles in a familiar environment. | Follows a path. | Recognizes symbols and landmarks. | Identifies what is represented on a map. Draws pictures of current location. | Recreates a map of something s/he cannot immediately see. | Locates familiar places on maps. Uses cardinal directions to follow and give directions. | Uses a variety of maps to gather information. |
| | 24 History | 24.1 Describes past events | Focuses on interactions with others for a short time. | Observes events and begins to participate. | Describes events as they happen. Uses words such as first, then. | Recalls information and events from the past. | Uses language of time to describe familiar sequences of events. | Retells historical, fictional or past events or stories. | Compares and contrasts current and historical conditions of familiar environments. | Describes relationships between past events and current conditions. Explains why it is important to understand historical events. |

Individual children develop at a unique pace.

| | | Infant | Toddler | Preschool | Pre-Primary | Primary | | | | |
|----------------------|------------------------------------|---|--|---|---|--|---|--|--|---|
| Skill | Goal | Benchmark A | Benchmark B | Benchmark C | Benchmark D | Benchmark E | Benchmark F | Benchmark G | Benchmark H | |
| Science | 25 Scientific Reasoning | 25.1 Inquires and predicts | Looks for a person or toy that has moved out of sight. | Asks one- to two-word questions. | Identifies personal interests and seeks more information. | When given a question, guesses a possible answer or outcome. | Asks questions or shows curiosity about scientific phenomenon. Predicts a few outcomes. | Predicts multiple outcomes to a question or situation and explains personal reasoning. | Inquires about a scientific phenomenon and explains which prediction seems most probable. | Asks relevant questions and makes logical hypotheses about scientific phenomena based on prior knowledge. |
| | | 25.2 Observes and experiments | Explores cause and effect. | Uses senses to explore environment. | Investigates an object or group of objects in multiple ways. | Observes and describes actions or changes that occur to familiar objects and people. | Explores scientific phenomenon and records observations by drawing. | Gathers information or experiments to prove/disprove a hypothesis. | Experiments or gathers information. Records findings in tables, charts or diagrams. | Conducts an experiment multiple times. Records observations and makes personal notes. |
| | | 25.3 Evaluates and infers | Reacts to changes. | Recognizes objects, actions, sounds or people associated with a common use or routine. | Shares discoveries with others. | Uses past knowledge to explain observed changes. | Describes and compares observations of scientific phenomenon. | Uses information and observations to verify a prediction. | Uses prior knowledge and gathered information to make simple inferences. | Evaluates gathered information to explain a scientific phenomenon. |
| | 26 Life Science | 26.1 Identifies basic needs | Responds when physical needs are not met. | Participates in taking care of some personal needs, such as feeding self. | Describes basic personal needs. | Meets most personal needs independently. Demonstrates an understanding that all people have needs. | Recognizes that all living things have similar basic needs. Distinguishes between needs and wants. | Describes how living things attain what they need to survive. | Describes how an organism's features and surroundings help it survive. | Describes threats and challenges that living things must overcome to survive. |
| | | 26.2 Classifies organisms | Recognizes self as being separate from others. | Identifies and names familiar people, characters and animals. | Groups living things by common characteristics. | Identifies if an object can grow, eat or move. | Sorts organisms as living or non-living and explains why. | Describes the features of living things and groups them by similar features. | Explains the purpose of specific features for various groups of organisms. | Explains the relationships between a variety of species and how they fit within a larger group of animals or plants. |
| | 27 Physical Science | 27.1 Identifies properties of matter | Uses senses to explore objects in immediate environment. | Reacts to changes in texture, smell, sound or sight. | With support, sorts objects by physical characteristics. | Describes basic physical properties of objects and materials in the immediate environment. | Manipulates matter and observes any physical changes that may occur. | Classifies and sorts materials by a variety of physical properties. | Identifies materials that are solid, liquid and gaseous. Identifies matter in its various states. | Describes characteristics of solids, liquids and gases. Explains how matter changes states. |
| | | 27.2 Explains forces and motions | Kicks feet or shakes arms to make other objects move. | Uses body to push or pull toys. | Explores motion by moving, rolling, blowing on or dropping a toy. | Explains how common vehicles, animals and people move. Sorts objects by type of movement. | Experiments with and explains invisible forces (ramps, magnets, etc.). | Experiments and compares the movement of various objects on a variety of surfaces. | Recognizes that gravity makes unsupported objects fall. Identifies objects that are attracted to magnets. | Recognizes that materials move differently on different surfaces. Explains how force is used to change the direction of moving objects. |
| | 28 Earth Science | 28.1 Identifies weather and climates | Reacts to weather changes in immediate environment. | Understands hot and cold. Points at clouds and explores the feel of rain and wind. | Notifies changes in temperature or weather in the immediate environment. | Identifies the climate and weather in the immediate environment. | Explains how weather and climate changes may affect personal life. Identifies the current season. | Explains that different places have different kinds of weather and climates. | Explains the basic properties of the Sun, Moon and Earth. Describes the role of the sun on weather and day/night patterns. | Describes how the Sun and movements of the Earth affect climate. |
| | | 28.2 Explores ecosystems | Explores immediate environment using senses. | Plays with rocks, sand, dirt or water. Reacts to animals or insects in immediate environment. | Identifies familiar animals, plants or rocks in immediate environment. | Describes what familiar animals eat and where they live. | Describes a habitat and its characteristics. | Describes how living things interact within a particular environment. Describes personal role in taking care of the environment. | Explains why organisms within a familiar ecosystem are interdependent. Explains how people benefit from or endanger their surrounding ecosystem. | Explores a variety of ecosystems and characteristics. Defines strategies for preserving a variety of ecosystems. |
| 29 Technology | 29.1 Explores technology | Explores simple tools such as toys and spoons. | Begins to use simple tools purposefully, such as using a spoon to feed self. | Explores movable parts on toys and tools. Uses on and off switches. | Explores simple machines and interacts with simple electronic and screen toys. | Experiments with simple technology to solve problems or accomplish tasks. | Uses familiar tools and technology to produce a desired result or solve a specific problem. | Experiments with familiar and unfamiliar tools and technology to achieve a variety of results. | Identifies which tools can best help save time, solve a problem or increase enjoyment. | |
| Creative Development | 30 Music | 30.1 Develops rhythm and tone | Responds to sounds. | Responds to changes in sound, rhythm, volume or melody. | Claps to beat (not always consistently). Recognizes the difference between a singing and speaking voice. | Claps along to simple rhythm patterns. Controls voice to mimic the melodic direction. | Repeats simple rhythm patterns. Hears the change of musical phrases in a song. Sings along to familiar songs. | Creates simple rhythm patterns. Controls pitch when singing a familiar song. | Maintains a steady beat. Recognizes strong/weak beats. Begins to read rhythm notation. Matches vocal pitch in limited range. | Maintains rhythm in various meter groupings. Participates in call and response and two part rounds. |
| | | 30.2 Expresses through music | Makes sounds to communicate feelings. | Repeats words in familiar songs and attempts to sing. | Expresses likes and dislikes of familiar songs. Explores sounds by shaking, pounding and tapping various instruments and objects. | Uses voice, common objects or instruments to create music. Identifies self as a musician. | Uses voice or instruments to express feelings or to mimic sound effects. | Communicates ideas by creating rhythm and/or melody. | Interprets and compares many types of music. | Experiments and performs self-written music or rhythmic patterns. |
| | 31 Dance and Movement | 31.1 Develops dance and movement techniques | Moves body in a variety of ways. | Moves body purposefully. Sways or bounces to music. | Follows the movements of others. Explores personal space and direction. | Describes and demonstrates multiple ways to move body parts. Moves to the beat of a song. | Follows a leader to perform a simple movement pattern. | Recalls a simple movement pattern and performs it individually or in a group. | Recalls and dances a sequence of 2-3 movement patterns. Identifies the beginning, middle and end of a dance. | Creates simple movement sequences. |
| | | 31.2 Expresses through dance and movement | Uses body language to express feelings. | Uses purposeful gestures and body language to communicate. | Moves in own way to music and rhythm. | Demonstrates different levels of energy in dance (gentle movements or big, exaggerated movements). | Demonstrates the difference between spontaneous and planned movement. Creates movements based on own ideas. | Expresses ideas, feelings and stories through creative movement. | Coordinates movements of self and others to create a cohesive dance or idea. | Describes how dances and movements express certain ideas or feelings. |
| | 32 Visual Arts | 32.1 Develops artistic techniques | Explores materials using gross motor movements and senses. | Uses hands and feet to explore a variety of media. | Explores a variety of artistic tools and media. | Chooses an object or art tool to use with a given medium for a desired effect. | Uses artistic tools and media to create intentional designs or images. | Demonstrates a variety of techniques using a given tool or medium. | Uses various tools and techniques to achieve desired artistic results. | Compares artistic techniques and creations of many artists. |
| | | 32.2 Expresses through visual arts | Expresses emotions while exploring materials. | Scribbles, colors or paints intentionally on paper. | Uses materials to create shapes and symbols. | Makes choices throughout the artistic process. | Plans and seeks out materials to make a creation. | Creates arts to represent an idea or object. Explains how it was made. | Creates art to express ideas, thoughts and feelings. | Creates art and explains why and how s/he chose specific materials and techniques. |
| 33 Drama | 33.1 Participates in dramatic play | Imitates simple movements and facial expressions. | Mimics observed behaviors and words. | Uses words, actions and props to pretend. | Plays a role in group dramatic play. | Assigns roles and plays out unscripted scenes in dramatic play. | With cues, performs a simple pre-planned drama. | Describes how a character may feel in a given situation, then integrates that emotion into performance. | Rehearses, memorizes and performs a short play. | |
| | 33.2 Uses and creates props | Responds to props or puppets. | Mimics the use of familiar objects. | Uses realistic toys as replacements for real objects. Distinguishes between real and pretend. | Uses any object as a replacement for a realistic prop or real object. | Uses a combination of real and imaginary props or characters to play out a scene. | Creates a setting, characters and events to tell a story. | Plans a story and seeks out props to enhance a role or highlight details. | Plans a story and creates costumes, settings or props to create a mood or environment. | |

© 2014 Experience Early Learning Co.